DOCUMENT RESUME

ED 085 361 SP 007 530

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|---|---|
| TITLE | Career Opportunities Program. |
| INSTITUTION | Shepherd Coll., Shepherdstown, W. Va. |
| PUB DATE | Nov 73 |
| NOTE | 55p. |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | Disadvantaged Youth; *Educationally Disadvantaged; *Field Experience Programs; *Paraprofessional School Personnel; *Professional Training; *Teacher Aides; Teacher Certification; Teacher Education |
| IDENTIFIERS | Distinguished Achievement Award Entry |

ABSTRACT

The Career Opportunities Program (COP) involves eight county school systems in the Eastern Panhandle of West Virginia with on-the-job preparation of teacher aides while the latter work towards college degrees at Shepherd College. Aides receive educational preparation through specially designed practicums that emphasize materials and methods in a wide number of academic fields and weekly seminars. A career ladder is incorporated in the program to the extent of combining the educational offerings with on-the-job experiences to meet the requirements for full teacher certification. Through COP and Shepherd College, college credit courses have been taken into this 3500-square mile region of Appalachia to improve the instruction of the low-income and educationally deprived youth, while providing the experience of practice combined with theory throughout the program. A spin-off of the Career Operations Program, EXEL, designed for elementary teachers, consists of the weekly assigning of students to day-long experiences in the public schools, beginning in the sophomore year of college. The length of these experiences increases each semester and continues through to the senior year. (This document includes a summary, a case study, and abstract.) (Author/JA)

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# SUMMARY

# CAREER OPPORTUNITIES PROGRAM

## SHEPHERD COLLEGE

## SHEPHERDSTOWN, WEST VA.

## PART I

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SP 007 530

SUMMARY
CAREER OPPORTUNITIES PROGRAM
SHEPHERD COLLEGE
PART I

The Career Opportunities Program (COP) is an EPDA funded project designed to place aides into schools as paraprofessionals with provisions for attaining a college degree while employed. The project functions through the cooperation of the U.S. Office of Education, the West Virginia State Department of Education, RESA VIII and Shepherd College.

The aides meet in weekly seminars as coordinated by the COP Project Director and conducted by specialists from Shepherd College. These seminars are located in three centers within the eight county region. Extension classes are available at two additional centers and classes are offered at the cooperating college(Shepherd) and at Potomac State College, a two year institution located within the service area.

Six practicums carrying college credit have been developed by Shepherd College for COP emphasizing materials and methods in fields of elementary math, language arts, elementary science, art, physical education, music and special education. The program provides on-the-job experiences supplemented with close supervision and these specially designed practicums as the first step toward teacher preparation. The entire curriculum provides an educational ladder that leads to full teacher certification.

Appropriate educational positions with differentiated tasks in reference to responsibility at each level are clearly defined. Improved utilization of existing school staffs and an innovative approach to

training personnel through college-level education concurrent with the work-study approach are resulting from the COP project.

# CASE STUDY

# CAREER OPPORTUNITIES PROGRAM

## SHEPHERD COLLEGE

## SHEPHERDSTOWN, WEST VA.

## PART II

## DESCRIPTION AND DEVELOPMENT

The needs addressed by the proposal of the ensuing Career Opportunities Program centered around the realization of an exemplary program of quality education for culturally/economically disadvantaged children in Region VIII through; (1) relavent training and retraining of presently employed teachers and teacher aides (pre-service in-service, on-the-job training, and college credit course work) (2) recruiting under-employed and unemployed adults, especially Viet-Nam era veterans, to become teacher aides, and give opportunity for career advancement to fulfill vacancies in the schools and especially in Special Education (mentally and physically handicapped) classes, (3) bringing together a closer school-community relationship and working together through"awareness" inservice training for principals, superintendents, and supervisors, and involvement of citizens to advise on aspects of the program, and (4) to develop a "team" approach in instruction to meet the needs of disadvantaged boys and girls in the rural low-income communities of the Eastern Panhandle of West Virginia.

In 1969, the Curriculum Improvement Center, based at Shepherd College and funded by ESEA Title III, was given encouragement by the Board of Control and the Regional Advisory Council, to develop a program (under EPDA Part 1) with Shepherd College for the training of para-professionals. This program was to develop a new approach to teacher training, a program to lead to full certification.

The first group of teachers and aides met during the summer of 1969 for a four week workshop on the Shepherd campus to begin the first two in a series of six courses especially developed for the New Careers in Education (now Career Opportunities Program). These courses were

followed by weekly seminars for four semesters at Martinsburg, and Romney, interspersed with extension classes at Romney and courses offered at Shepherd College, Shepherdstown, and Potomac State, a two-year college in Keyser, West Virginia. In succeeding summers, student/aides have been enrolled in regular summer classes on the campuses of the two colleges.

During the spring of 1970, ten Viet-Nam veterans were interviewed and admitted to COP, attending the workshop during the second summer term with other new recruits to the program. A whole new aspect to COP developed during the summer of 1971. A number of Early Childhood aides, a new venture for the schools of West Virginia, necessitated an addition to the scope of the program. Each summer a variety of aides from the various fields employing instructional aides; ie - Title I, Head Start, Early Childhood and Special Education gather to begin training in the COP.

With the increased number of participants in COP, seminars now meet weekly in Martinsburg, Springfield and Petersburg, while other Shepherd College extension classes are conducted in Moorefield and Sugar Grove. An increasing number of aides attend late afternoon and evening classes at Shepherd College and Potomac State College in Keyser.

There have been several participants graduated from Shepherd College through COP, each being recommended by the school principals and employed immediately in the schools where the on-the-job training took place. Currently there are approximately 100 paraprofessionals in the RESA VIII Career Opportunities Program.

The six courses created at Shepherd for COP are given in Appendix B . The recommended sequence of courses leading to the Associate degree is given in Appendix C . Additional courses for the 64 hour degree were chosen, not by class numbers, but for relevancy to the needs of the paraprofessionals, keeping in mind that all courses would be from the requirement list for the BA degree in elementary education.

Aides, through their experiences and training, may proceed up the career ladder/lattice and may opt to stop at any given level with the satisfaction of success. The eight Boards of Education have each instituted salary scales in remuneration for training and experience.

The career lattice model is found in Appendix D .

## OBJECTIVES

1. To provide teacher aides with an educational ladder and/or lattice that could lead to full teacher certification.

2. To encourage paraprofessional training in education and to develop a program for this training.

3. To experiment with on-the-job experiences followed by close supervision and especially designed practicums as the first step toward a teacher-preparation program.

4. To provide a plan through which low-income persons can become teachers or paraprofessionals.

5. To experiment with on-the-job experiences as a selective process for prospective teachers.

6. To cooperate with the public schools and the West Virginia Department of Education in developing and evaluating a plan for training paraprofessionals.

7. To enhance classroom instruction by involving classroom teachers in the teacher aide preparation program.

## PERSONNEL

The program is coordinated by the Project Director and a field-based professor assigned to Shepherd College. A second field-based professor assists with the on-the-job visitation and both field-based professors conduct weekly seminars (now at three centers; Martinsburg, Springfield and Petersburg) to accommodate the number of participants whom now number approximately 100 student-aides.

Consultants for the specialized seminars have been chosen from the staff at Shepherd College as follows: one in music, two in Art, two in science, two in math and four in physical education. Consultants for the seminars have also included personnel from Madison College (Virginia) in Special Education and Potomac State for additional personnel in music. Other consultants have been utilized from the public school system, especially in the area of special education.

The Summer Workshop utilizes the expertise offered by the West Virginia Department of Education and additional Shepherd College education faculty in areas of audio-visual aids, human development and self concept.

An assistant to the Director keeps the academic records of the aides up-to-date, works closely with the Shepherd College registrar, particularly at Registration, and aids in the recruitment and admission of new aides.

The Executive Secretary of RESA VIII is the coordinator of all federal projects in the region and is the financial officer for these programs. Flow chart A in Appendix A gives the organizational plan for the administration of the federal projects in Region VIII. Chart B presents the organization of the Career Opportunities Program.

## BUDGET

The Career Opportunities Program has a yearly budget to cover administration, field based professors, and an assistant to the director. All tuition costs and books for the aides are borne by the program. Since most of the aides travel great distances to seminars and other classes, a large percentage of the monies allocated to the program is given to travel expenses of the aides, professors and consultants. The travel map and accompanying key is presented in Appendix E to help the reader visualize the distances traveled over the mountainous roads by the aides to attend weekly seminars and classes. Money is provided for the special consultants, however, Shepherd College now provides professors to teach the extension classes in Moorefield and Sugar Grove, West Virginia. The veterans (not employed by the LEA's) receive a weekly stipend but no travel, tuition or book expenses. Aides receive a weekly stipend for summer classes, either at Shepherd College or Potomac State.

The Executive Director of RESA VIII prepares the COP budget, negotiates with the United States Office of Education for monies and presents the final budget to the RESA Board of Directors for final approval.

STATEMENT - Improvement of Teacher Education

It is strongly felt that students working toward degrees in teacher education must receive more training "where the action is" and must begin this training much earlier than at the time of a student's senior year.

Students in the Shepherd College COP begin in the classroom of the public schools. Due to the experience of these aides in regular classes on the Shepherd campus, these regular students began to question: "Why can't we get involved sooner?" The education division listened and a direct spin-off of COP is an alternate program for the training of elementary teachers at Shepherd, EXEL, whereby students begin field experiences in the sophomore year, with weekly seminars in each of the academic areas. These experiences are for an entire day, weekly increasing each semester and continuing throughout the remainder of his under-graduate program.

Administrators, principals, teachers and the college students are expressing much enthusiasm for the experiences and training in both the Career Opportunities Program and the newer EXEL.

Courses developed for the EXEL program are described briefly in Appendix I and might be compared to those of COP in Appendix B .

Articles written by a member of the Education Division of Shepherd College for publication in the West Virginia School Journal, and later reprinted in Impact (the Career Opportunities Program newsletter) are presented in Appendix J to verify the impact of Career Opportunities Program at Shepherd College and the subsequent outgrowth of EXEL.

## EVALUATION DESIGN

In order to gain a more objective evaluation, NCEP employed a three-member, external evaluation team to implement the evaluation study. The three-member team make two on-site visits to Region VIII, each on-site visit lasting two days. Thus, a total of twelve man-days are utilized for (1) interviewing for NCEP staff, (2) interviewing Shepherd College staff, (3) interviewing members of the NCEP Lay Advisory Council, (4) on-site visits to classrooms with NCEP teacher-aides, (5) interviews with school administrators, (6) interviews with supervising teachers of NCEP teacher-aides (7) interpreting data, and (8) general observation of the on-going system.

Excerpts from the findings of the external evaluation team, September, 1972, are found in Appendix F.

Part of the evaluation for the current year 1973-74, centers around an inter-action analysis instrument with the aide as the focal point of study. The form being used is found in Appendix G.

### Additional Evaluations

The Career Opportunities Program has been a part of the evaluation of Shepherd College by the West Virginia Department of Education (fall 1971), North Central (March 1972) and more recently by the National Council for Accreditation of Teacher Education (October 1973).

Since the completed report from NCATE is not yet available, it must suffice to refer only to oral comment at the Exit Conference. Shepherd College was highly complimented for developing two innovative programs in education, namely EXEL and the Career Opportunities Program.

Excerpts from North Central's evaluation and the visiting committees report for the West Virginia Department of Education are to be found in Appendix H.

# APPENDIX A

Flow Chart A - Administration of RESA VIII

Flow Chart B - Administration of RESA VIII - Career Opportunities Program

Chart A

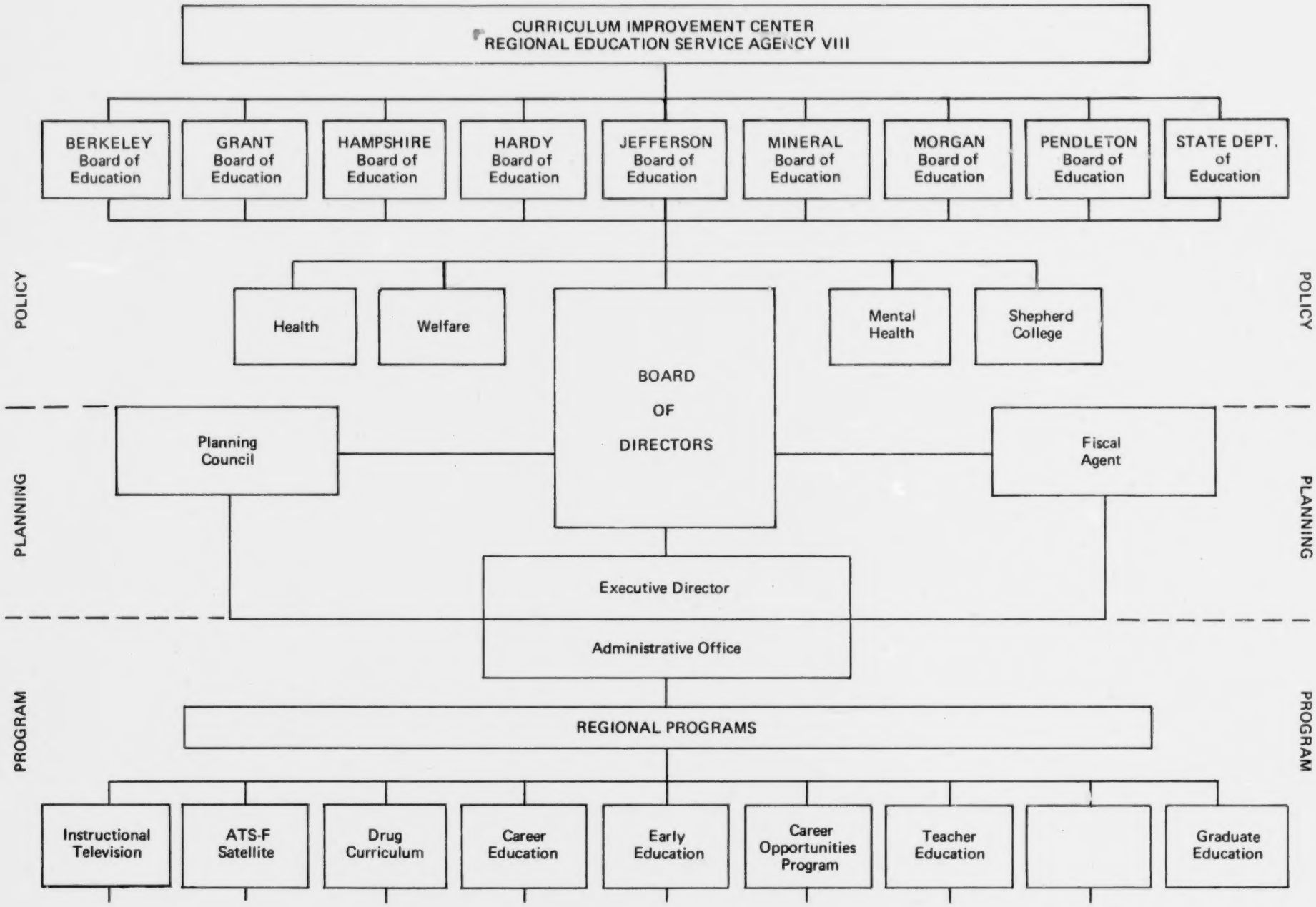
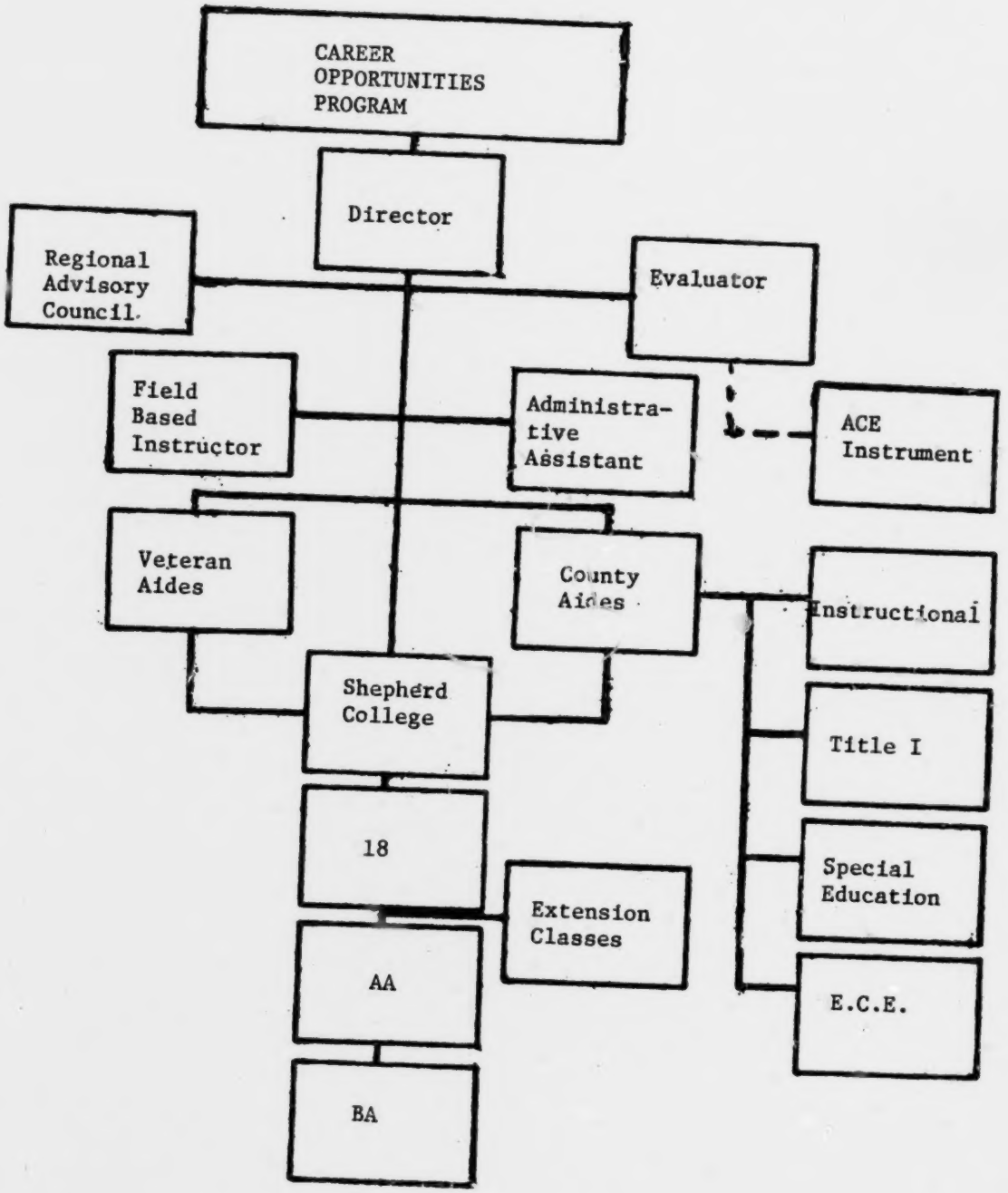

CURRICULUM IMPROVEMENT CENTER
REGIONAL EDUCATION SERVICE AGENCY VIII
BERKELEY Board of Education
GRANT Board of Education
HAMPSHIRE Board of Education
HARDY Board of Education
JEFFERSON Board of Education
MINERAL Board of Education
MORGAN Board of Education
PENDLETON Board of Education
STATE DEPT. of Education
POLICY
Health
Welfare
Mental Health
Shepherd College
BOARD OF DIRECTORS
PLANNING
Planning Council
Fiscal Agent
Executive Director
Administrative Office
PROGRAM
REGIONAL PROGRAMS
Instructional Television
ATS-F Satellite
Drug Curriculum
Career Education
Early Education
Career Opportunities Program
Teacher Education
Graduate Education

Chart B


CAREER OPPORTUNITIES PROGRAM
Director
Regional Advisory Council
Evaluator
Field Based Instructor
Administrative Assistant
ACE Instrument
Veteran Aides
County Aides
Instructional
Shepherd College
Title I
18
Special Education
Extension Classes
AA
E.C.E.
BA

# APPENDIX B

## Program for the Preparation of Instructional Aides

# PROGRAM FOR THE PREPARATION OF INSTRUCTIONAL AIDES

Six courses designed especially for instructional aides are required. The remainder of the sixty-four semester hours are prescribed from the general education and teacher preparation courses in accordance with the needs of the individual.

Through an approved experimental program in teacher preparation, aides completing the sixty-four hour program may, by a lattice transfer, continue in a teacher preparation program by meeting the requirements for the selected program.

Special Courses:

23-101 Language Arts Practices. Credit, three hours. Procedures in working and assisting with small groups and individual instruction related to communication skills; word attack, comprehension, language experience (reading), individualized reading practice, and writing. Part of this course is a practicum where the role of the teacher and aide are practiced using a regular classroom situation with K-4.

23-102 Role of the Instructional Aide. Credit, three hours. This course provides information concerning the roles of administrators, teachers and instructional aides in a team teaching and differentiated staffing approach to instruction. The subject focus is on language arts, assisting the learner, leading small group discussions, monitoring crafts and game activities, tutoring or supervising youth tutors, planning field ttips, and use of resource materials.
Field Practicums I, II, III, IV are on-the-job training courses with structured weekly seminars to develop the skills and competencies required of an instructional aide. The practicums are supervised and the seminars conducted by college supervisors.

23-103 Field Practicum I. Credit, three semester hours. Developed to improve the language arts (reading, writing, listening, speaking) abilities of the pupils. Emphasis is also placed on improving the language arts abiliites of the aides.

23-104 Field Practicum II. Credit, three semester hours. Developed to introduce the newer concepts in elementary mathematics and to introduce simple games, simple stunts, lead-up games and rhythms as related to elementary Physical Education.

23-105 Field Practicum III. Credit, three semester hours. Developed to emphasize instructional procedures in demonstrating scientific investigation to elementary pupils. Second half of the semester is devoted to developing creativity in art for the elementary grades.

23-106 Field Practicum IV. Credit, three semester hours. Developed to assist aides in special education with emphasis on materials. The second half of the semester is devoted to elementary music concepts, introduction of the recorder in the classroom and listening activities.

# APPENDIX C

## Recommended Sequence of Courses leading to Associate of Arts degree for Teacher-Aides

CAREER OPPORTUNITIES PROGRAM
Recommended Sequence of Courses
Leading to Associate of Arts
Degree for Teacher Aides

Fall 1972

| Date | Grade | In Progress | |
|---|---|---|---|
| ____ | ____ | _____ | 23-102 Role of the Teacher Aide (3) |
| ____ | ____ | _____ | 23-101 Language Art Practices (3) |
| ____ | ____ | _____ | 23-103 Field Practicum I (3) |
| ____ | ____ | _____ | 60-101 Written English (3) |
| ____ | ____ | _____ | 23-104 Field Practicum II (3) |
| ____ | ____ | _____ | 85-215 Introduction to Mathematics (3) |
| | | | or |
| ____ | ____ | _____ | 85-300 Mathematics for Elementary Teachers (3) (2 Hrs. credit previous to 1972-1973 catalog) |
| ____ | ____ | _____ | 41-103 Personal & Community Hygiene (3) |
| | | | or |
| ____ | ____ | _____ | 41-360 School Health Problems (3) (2 Hrs. credit previous to 1971-1972 catalog) |
| ____ | ____ | _____ | 21-200 Foundations of American Education (3) |
| ____ | ____ | _____ | 23-105 Field Practicum III (3) |
| ____ | ____ | _____ | 21-305 Audio-Visual Aide (3) (Prerequisites - Education 200 - Foundation of American Education - 301 - Human Develop. 302 - Human Develop.) |
| ____ | ____ | _____ | 31-322 Arts & Crafts in Elementary School (2) (Prerequisites - Art 320 Art in Elem. Ed.) |
| ____ | ____ | _____ | 21-301 Human Development (3) (Prerequisite - Ed. 200 - Fund. of Amer. Ed.) |
| ____ | ____ | _____ | 73-203 General Sociology (3) |
| ____ | ____ | _____ | 23-106 Field Practicum IV (3) |
| ____ | ____ | _____ | 71-101 History of Civilization (3) |
| ____ | ____ | _____ | 31-103 Introduction to the Visual Arts (2) |
| ____ | ____ | _____ | 69-202 Fundamentals of Speech (3) (Prerequisite 101 English) |
| ____ | ____ | _____ | 61-101 General Biological Science (4) |
| ____ | ____ | _____ | 32-100 Music as an Art & Science (2) |
| ____ | ____ | _____ | 31-320 Art in Elementary Education (2) |

ELECTIVES

| Date | Grade | In Progress | |
|---|---|---|---|
| ____ | ____ | _____ | 72-101 American Federal Government (3) |
| ____ | ____ | _____ | 74-101 Principles of World Geography (3) |
| ____ | ____ | _____ | 32-226 Music Materials & Procedures (3) (Prerequisites - Music 100 Music as Art & Science or 101 Music as Art & Science) |
| ____ | ____ | _____ | 60-102 Written English (3) |
| ____ | ____ | _____ | 71-102 History of Civilization (3) |
| ____ | ____ | _____ | 21-302 Human Development (3) (Prerequisite - Ed. 200 - Foundations of American Education) |
| ____ | ____ | _____ | 71-209 West Virginia History, Geography & Gov't (3) |
| ____ | ____ | _____ | 69-330 Speech Correction (3) (Prerequisite - Speech 202 - Fundamentals of Speech) |
| ____ | ____ | _____ | 61-202 Backgrounds of Literature (3) (Prerequisite - English 101 and English 102) |
| ____ | ____ | _____ | 41-201 Games (1) |
| ____ | ____ | _____ | 41-221 Rhythms For Children (1) |

Additional Courses Taken

# APPENDIX D

## Career Lattice Model Revised

CAREER LATTICE MODEL REVISED - III

A. Differentiation of Roles:

| Title | Level | Semester Hours |
|---|---|---|
| School Aide | Entrance | Minimal |
| Instructional Aide I | I | 16 Hours |
| Instructional Aide II | II | 30 Hours |
| Assistant Teacher | III | 64 Hours AS Degree |
| Associate Teacher | IV | 94 Hours |
| Teacher | V | AB Degree |

B. Employment Criteria:

1. Reside in community of school employed
2. Come from low income background
3. Will enroll in New Careers Training Program with intention of completing Instructional Aide Technician (AS Degree) level.
4. Men are encouraged to apply.

C. Mobility

The trainee will remain in each level until the educational requirements are met at the next highest level including recommendations of teacher(s) school principal, and Field Based Professor.

CAREER LATTICE:

D. Differentiation of Roles: Description and Training

Job Title: School Aide and/or Volunteer Aide.
Step Classification: Entrance
Salary: Beginning employment rate
Education Requirements: High School diploma or equivalent and eligibility to enroll in Shepherd College
Special Skills:
1. Ability and desire to work and communicate with children effectively
2. Ability to carry out oral and written instructions
3. Good health and personal hygiene.

Job Description:
Conforms to Auxiliary Personnel Regulations adopted by the West Virginia State Board of Education within the following categories:

1. General School: one who performs tasks of a non-instructional nature under the direct supervision of certificated personnel. Examples: monitoring lunchroom activities, bus loading

2. Clerical Does not apply.

3. Classroom - one who performs tasks in the classroom under the direct supervision of certified personnel. Examples: checking notebooks, checking library books, keeping files on children's work

Job Title: Instructional Aide I
Step Classification: I
Salary:
Educational Requirements: Eighteen semester hours
Role of the Teacher Aide 102
Language Arts Practice 101
Field Practicum 103 (Language Arts & General Skills)
Field Practicum II - 104 (Elem. Math Phy Ed)
Field Practicum III 105 (Elem Science & Arts & Crafts)
Field Practicum IV 106 (Special Education & Elem. Music)

Special Skills:
1. Has demonstrated skills to aid in tutorial programs
2. Satisfactorily follows direction of teacher
3. Understands modern educational terms

Job Description:
Assists teacher in tutorial activities and small group follow-up studies under the supervision of a teacher

Job Title: Instructional Aide II
Step Classification: II
Salary:
Educational Requirements: 30 Semester hours, including:
Role of the Teacher Aide 102
Language Arts Practices 101
Field Practicum I 103 (Language Arts & General Skills)
Field Practicum II 104 (Elem. math. Phy Ed)
Foundation of American Education 200
Personal & Community Hygiene 103
Field Practicum III (Elem. Science & Arts & Crafts)
Field Practicum IV - 106 (Special Education & Elem. Music)
Written English 101
Human Development 301

Special Skills:
1. Has demonstrated ability in utilizing skills and competencies required of an Instructional Aide I.
2. Desire and motivation to develop job competencies
3. Maintains satisfactory academic grades
4. Receives satisfactory teacher-principal ratings

Job Description:
Will carry out designated tasks learned through the above courses and developed on the job listed in the New Careers in Education Participant Handbook

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Job Title: Assistant Teacher
Step Classification III
Salary:
Education Requirements: 64 Semester hours including 30 for Instructional Aide II
Rhythm RE - 221
Games PE - 201
Written English - English 102
Arts & Crafts in the Elementary School Art 322
Introduction to Mathematics - Math 215
General Biological Science - Science 101
Or
General Physical Science - Science - 103
History of Civilization - History 101
Introduction to the Visual Arts - Arts 103
Audio-Visual Aides - Educ. -305
General Sociology - 203
Fundamentals of Speech - 202
Music as an Art & Science - 100
Arts in Elementary Education - 320

Electives:
History of Civilization 102
Principles of World Geography 101
American Federal Government 101
Music Materials & Procedures 226
Human Development 302
West Virginia History, Geography & Government 209
Speech Correction 330

Special Skills:
1. Has demonstrated ability in utilizing skills and competencies required of Instructional Aide II
2. Ability to maintain proper discipline and decorum in the classroom

Job Description:
Will conduct small group lessons, skill lessons, especially in the field of Language Arts and Mathematics, and will continue to perform tasks with competencies identifying with course requirements.

Job Title: Associate Teacher
Step Classification: IV
Salary:
Education Requirements: 94 Semester hours from list of required courses for an elementary teacher.

Special Skills:
1. Has demonstrated ability in utilizing skills and competencies required for Instructional Aide.
2. Maintains satisfactory grade requirements.
3. Receives satisfactory teacher-principal-supervision ratings.

Job Decription:
1. Perform certified teacher tasks under the guidance/direction of a "team leader", "master" certified teacher.

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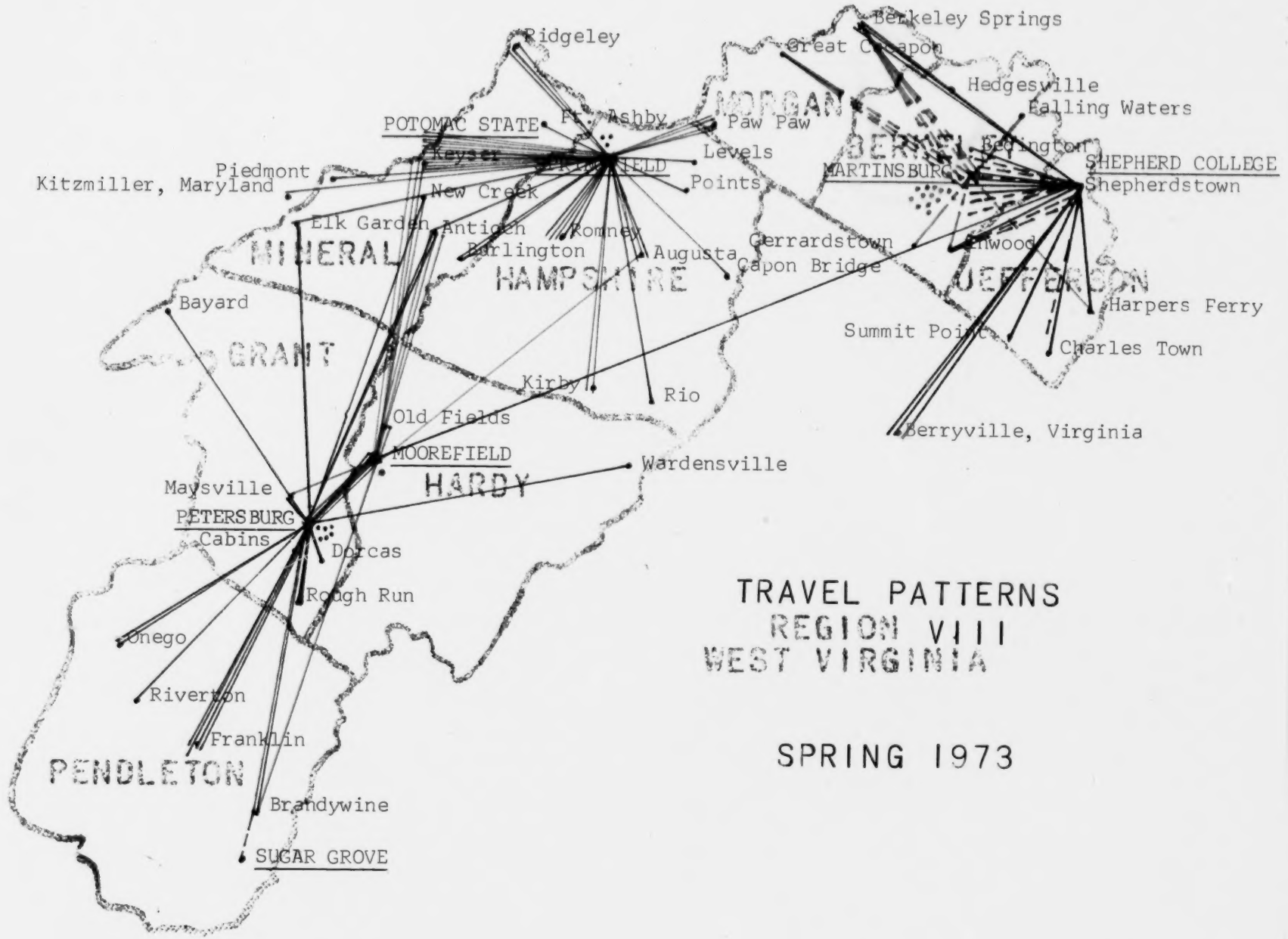
Job Title: Certified Teacher
Step Classification: V
Salary: County Salary Schedule
Education Requirements: 128 Credits
Special Skills:
1. Has demonstrated ability in utilizing skills and competencies of Associate Teacher
2. Maintains satisfactory grade requirements.
3. Receives satisfactory teacher-principal-supervisor ratings
4. Satisfied Shepherd College minimal requirements

Job Description: Perform tasks required of certified teachers as required by the County Boards of Education, Under the supervision of the West Virginia State Department of Education

# APPENDIX E

## TRAVEL PATTERNS REGION VIII


Berkeley Springs
Ridgeley
Great Cacapon
Hedgesville
Falling Waters
MORGAN
POTOMAC STATE
Ft. Ashby
Paw Paw
Levels
Keyser
Piedmont
Kitzmiller, Maryland
New Creek
Points
Elk Garden
Antioch
Romney
Burlington
Augusta
Gerrardstown
Capon Bridge
MINERAL
HAMPSHIRE
Bayard
GRANT
Kirby
Rio
Old Fields
MOOREFIELD
HARDY
Wardensville
Maysville
PETERSBURG
Cabins
Dorcas
Rough Run
Onego
Riverton
Franklin
PENDLETON
Brandywine
SUGAR GROVE
MARTINSBURG
SHEPHERD COLLEGE
Shepherdstown
Harpers Ferry
Charles Town
Summit Point
Berryville, Virginia
TRAVEL PATTERNS
REGION VIII
WEST VIRGINIA
SPRING 1973

KEY

COP Seminars

Martinsburg

Springfield

Petersburg

COLLEGE and COLLEGE EXTENSIONS

Shepherd

Moorefield

Sugar Grove

VETERANS

## SAMPLE MILEAGE

| | | | |
|---|---|---|---|
| Shepherdstown | to | 105 | Keyser |
| | to | 85 | Springfield |
| | to | 100 | Moorefield |
| | to | 112 | Petersburg |
| | to | 138 | Franklin |

# APPENDIX F

Excerpts from External Evaluation
1972

Excerpts from Evaluation (1972)

AN EVALUATION OF THE CAREER OPPORTUNITIES PROGRAM:
NEW CAREERS IN EDUCATION
SUMMARY OF FINDINGS SEPTEMBER 1972

Presented in this section of the Report is a summary of the findings and recommendations generated by the third-year evaluation of the New Careers in Education Program, Career Opportunities Program, Shepherdstown, W. Va. Succeeding sections of this Report will present and delineate data/information relating to the findings and recommendations.

Findings

The major findings of this Study were:

1. The New Careers Program had a positive effect upon the teacher preparation program of shepherd College.

2. The West Virginia Department of Education approved in experimental program at Shepherd College for the preparation of paraprofessionals in the teaching field.

3. An attitudinal change by the faculty of Shepherd College relating to the Career Opportunities Program and innovative methods for teacher preparation programs was found to be shifting toward a more positive and supportive role.

4. The New Careers Program enjoyed greater visibility and confidence among both the professional and lay communities.

5. The use of COP teacher-aides in classrooms improved pupil performance in learning activities and their attitude toward school.

6. The retention rate for COP teacher-aides was improving.

7. The New Careers in Education Program had established a Career Lattice, and program participants were advancing on it.

8. The county school superintendents of Region II, (now Region VIII,) West Virginia, approved the position of teacher assistant in the Career Lattice and within their professional staffs.

Excerpts from Evaluation (1972)

9. The faculty of Shepherd College indicated that COP teacher-aides were enrolled in regular classes, were highly motivated, provided classroom leadership, and enhanced the learning experiences of fellow students in the classrooms.

10. The academic achievement of COP teacher-aides at Shepherd College was equal to or greater than the normal student body.

11. The county school superintendents of Region II (now Region VIII) approved "released time" for COP teacher-aides to attend workshops, classes, etc. during the normal working day.

12. The New Careers in Education Program - Lay Advisory Council was functioning at a higher level than in the previous two years of the Project's life.

13. Shepherd College and West Virginia University approved and granted credit (undergraduate, graduate) for participants in the New Careers in Education Program.

14. Practicum learning experiences supported by the New Careers in Education Program had a positive effect upon teacher behavior in the classrooms of the Region.

15. The West Virginia Board of Regents approved the awarding of the Associate of Science Degree by Shepherd College to persons completing a program designed to prepare para-professionals for positions in the public schools.

Excerpts from Evaluation (1972)

## Overview of Region II

Region II, West Virginia, is composed of the eight eastern panhandle counties of West Virginia; they are: Berkeley, Grant, Hampshire, Hardy, Jefferson, Mineral, Morgan and Pendleton (see Figure 1). The terrain can best be characterized as rugged and mountainous, with land transportation consisting, primarily, of winding, mountainous roads. The total land area of Region II is approximately 3,500 square miles. The travel by automobile is over winding, mountainous roads and requires greater than normal periods of time to travel relatively short distances.

Pupil Population Density. During 1970-71, 29,257 pupils were enrolled in the elementary and secondary schools of Region II. The pupil population density (pupils per square mile) varied from 2.3 (Pendleton County) to 26.0 (Berkeley County); the Region's mean number of pupils per square mile was 8.4) appeared to be significantly lower than the State mean (17.1); in fact, only two counties (Berkeley and Jefferson) exceeded the State mean.

The relatively low pupil population density of the region is further emphasized when one considers that the Region held approximately 14.4 per cent of the State's area and only 7.1 per cent of the State's total pupil population.

Educational Technology. (Teacher evaluation)

Those teachers rating the NCEP teacher-aides on the use of educational technology utilized for instructional activities rated the aides as acceptable or better in over 90.0 per cent of the cases; more than 66.6 per cent of the ratings were either good or excellent. NCEP teacher-aides were rated most proficient in the use of over-head projectors and audio tapes, and they were least proficient in the use of video tapes.

Excerpts from Evaluation (1972)

Open Ended Comments.

Additional comments were provided by the respondents to the questionnaire through an open-ended question. The comments received are listed below in the order of their frequency of occurrence. Each comment sited was identified by more than two teachers:

1. Individual attention: fifty-three of the teachers responded that they felt NCEP teacher-aides permitted a greater degree of individual attention for pupils in their classrooms.

2. General support: eighteen teachers indicated they generally supported NCEP and its goals, and they felt it was a very positive effort towards the improvement of education.

3. Pupil self-concept: fifteen teachers felt the NCEP teacher-aides and the program had helped to insure that their pupils had a better attitude towards themselves.

4. Improved pupil achievement: eleven teachers commented, separately, that there was a definite increase in pupil achievement as a function of the NCEP teacher-aide activity.

5. Teacher training: five teachers felt the New Careers in Education Program provided good training for becoming a teacher.

Excerpts from Evaluation (1972)

In order to gain some insights into the positions or opinions held by members of the College's professional staff to respond to the following question: "What are the strengths or potentials of the teacher-aide program as you view it from your position at Shepherd College?" The following quotations are representative of the total responses received:

> You seem to be giving these people experiences that are particularly well aimed in practical background...I can't tell how different it may be from regular teacher training courses, but they sound very well planned. I particularly liked the fact that the aides are getting experience with children from the start...Those who continue and get the BA degree will have a background, that I think regular teacher trainees could well profit by, continuous contact with children from the start on their training.
>
> Strength...practical experience in the classroom before theory helps students relate theory to practice. Potential ...a whole new way of looking at teacher education.
>
> I wish all the college students had the drive, attention, and ambition as shown by those teacher-aides under whose pleasure I have worked.
>
> The serious dedication with which teacher-aides consider their work and the preparation thereof.
>
> It seems that the program brings to the teaching profession persons who have ability but who might not enter teaching without the program as a means of entrance.
>
> I am certain that youngsters in our Region are getting better instruction because the aides are helping their teachers. I also see this program as one way of training regular teachers.

Personal Interview. During its on-site visit members of the external evaluation team personally interviewed the following members of the professional staff of Shepherd College: President, Academic Dean, Chairman of the Division of Education, and ten professors. In summary, the interviews yielded the following:

Excerpts from Evaluation (1972)

1. COP students are highly motivated. Their teaching experience enhances their awareness of important issues and leads them to ask pertinent questions. They seem more "involved" in the teaching-learning situation.

2. COP Students are serious.

3. When government funding ceases, the program should be continued through the College as an alternate route toward teacher certification.

4. Experience with the program could have an effect upon the future curriculum of teacher education at Shepherd College. Whether or not any beneficial changes are realized will depend upon the leadership of the Division of Education.

5. The program stimulates many, if not most, of the participants to aim toward academic involvement leading, eventually, to full teacher certification. However, some may decide to stop at any level of training along the way, there should be no social or vocational stigma implied.

6. One of the most positive results coming from the COP program has been the fact that it has been used as a "guide" in making current changes in our teacher-education program as a whole. This has won approval campus-wide, without a single negative reaction.

Presented in Appendix E, is the NCEP program for the preparation of instructional aides. Comparing the new program for the preparation of elementary teachers at Shepherd College (Appendix I) with the program for the preparation of instructional aides (Appendix B) it can be observed that the New Careers in Education Program had an impact upon the teacher preparation program of Shepherd College; many similarities exist between the information presented in Appendix I and Appendix B.

Excerpts from Evaulation (1972)

A letter from the State Superintendent of Schools to the Academic Dean of Shepherd College confirms that Shepherd College "...is granted (Approval) to substitute the four practicums in the Careers Opportunities Program for required general admission to the regular teacher preparation program at Shepherd College."

In essence, a significant change occurred in the teacher preparation program at Shepherd College due to the influence of the New Careers in Education Program; the NCEP teacher-aide proacticums can be substituted for the traditional general methods and student teaching requirements and the regular teacher preparation program at Shepherd College.

It is projected that the new program for the preparation of elementary teachers at Shepherd College will become operationalized in September, 1972. A review of the program indicates that the preservice will begin to have field experiences during the sophomore year; these field experiences are the field experiences developed by the New Careers in Education Program. This change can be directly attributed to the impact of the New Careers in Education Program.

NCEP-Shepherd College Interaction

During this project year (1971-72), NCEP enjoyed a high degree of cooperation with Shepherd College and contributed significantly toward instituting change in teacher preparation programs at Shepherd College. The recognition of NCEP professional staff members as part of the College's professional staff has been discussed, it should also be pointed out that the NCEP project director was a member of the College's Committee on Teacher Preparation Programs during this project year.

Excerpts from Evaluation (1972)

Viet-Nam Veterans. In order to gain further insights into the value of NCEP to the returning Viet-Nam veterans, they were requested to submit a written response to a request for their personal evaluation of NCEP, its effect upon the veteran's career plans, and other evaluative comments. Presented below are direct quotes of the veteran's responses:

First, it offers him a job. Not just any job, but one which enables him to participate in America's most challenging field - EDUCATION.

This program is unique in that it allows you to look at the teaching field from a first-hand experience, therefore, helping you to decide at an early stage of your college career whether you want to remain in that field or not.

I...have found that this program has been very beneficial in the classrooms...

The Career Opportunities Program has made me realize that I want to become an elementary teacher.

The Field Practicum courses have helped me become more aware of the new innovations in elementary education.....

I feel I have learned more by being an aide than I have at college... I can make better use of my college courses....

When I first became part of this program, I did not know very much about what really happened inside the walls of a school. By working in a school, I have seen a big difference between a good teacher and just a teacher...I want to be a good teacher.

I would like to (say) that through my participation in COP, I have gained a greater insight into the teaching profession, students, school systems, and many of the problems educators have facing them today.

.....it has been a ball.

# APPENDIX G

## Analysis of Communication in Education Instrument

(Please check every item on back of form)

ANALYSIS OF COMMUNICATION IN EDUCATION

SPEAKER (check One): CHILD/CHILDREN____ PARAPROFESSIONAL____ TEACHER____ (1)

| PERSON ADDRESSED: | | To CHILD | To: CHILDREN' | To: PARAPRO' | To: TEACHER' | |
|---|---|---|---|---|---|---|
| 1. Information | EXPRESSING: | | | | | Ei(2-3) |
| 2. Thoughts | | | | | | Et(4-5) |
| 3. Feelings | | | | | | Ef(6-7) |
| 4. Needs | | | | | | En(8-9) |
| 5. Information | PRESENTING: | | | | | Pi(10-11) |
| 6. Thought Provoking Content | | | | | | Pt(12-13) |
| 7. Information | ASKING FOR: | | | | | Ai(14-15) |
| 8. Thoughts | | | | | | At(16-17) |
| 9. Feelings | | | | | | Af(18-19) |
| 10. Information | REPLYING WITH: | | | | | Ri(20-21) |
| 11. Thoughts | | | | | | Rt(22-23) |
| 12. Feelings | | | | | | Rf(24-25) |
| 13. Vagueness | | | | | | Rv(26-27) |
| 14. Clarify | SUPPORTING i.e., TO: | | | | | Sc(28-29) |
| 15. Recognize | | | | | | Sr(30-31) |
| 16. Encourage | | | | | | Se(32-33) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4. Needs | EXPRESSING: | | | | | | En(8-9) |
| 5. Information | | | | | | | Pi(10-11) |
| 6. Thought Provoking Content | | | | | | | Pt(12-13) |
| 7. Information | ASKING FOR: | | | | | | Ai(14-15) |
| 8. Thoughts | | | | | | | At(16-17) |
| 9. Feelings | | | | | | | Af(18-19) |
| 10. Information | REPLYING WITH: | | | | | | Ri(20-21) |
| 11. Thoughts | | | | | | | Rt(22-23) |
| 12. Feelings | | | | | | | Rf(24-25) |
| 13. Vagueness | | | | | | | Rv(26-27) |
| 14. Clarify | SUPPORTING i.e., TO: | | | | | | Sc(28-29) |
| 15. Recognize | | | | | | | Sr(30-31) |
| 16. Encourage | | | | | | | Se(32-33) |
| 17. Build on Others' Ideas | | | | | | | Sb(34-35) |
| 18. Show Human Interest | | | | | | | Sh(36-37) |
| 19. HURTING | | | | | | | H (38-39) |
| 20. CORRECTING | | | | | | | C (40-41) |
| 21. LAUDING | | | | | | | L (42-43 |
| 22. Limits | MAINTAINING ORDER BY: | | | | | | Ol(44-45) |
| 23. Suggestion | | | | | | | Os(46-47) |
| 24. Command | | | | | | | Oc(48-49) |
| 25. Reprimand | | | | | | | Or(50-51) |
| 26. Punishment | | | | | | | Op(52-53) |
| 27. DIRECTING | | | | | | | D (54-55) |
| 28. NOT CODABLE | | | | | | | N (56-57) |

County _____ Date _____

School _____ Time Observed _____ Minutes

Teacher _____

Teacher Aide _____ How long employed as Aide _____

Area: Headstart _____
Early Childhood _____
Grade _____
Special Education _____
Age Group _____
Jr. High _____
Subject _____
Sr. High _____
Subject _____
Reading Lab _____
Other _____

No. children in group(s) observed

| | | | |
|---|---|---|---|
| One | _____ | 15 to 19 | _____ |
| 2 to 4 | _____ | 20 to 25 | _____ |
| 5 to 9 | _____ | 26 to 30 | _____ |
| 10 to 14 | _____ | 31 & over | _____ |

Place for activity observed:
Classroom _____
Hall _____
Laboratory _____
Gymnasium _____
Other _____(specify)

Type(s) of Activities Observed:

_____ Structured, content oriented acitivy such as language or math

_____ Discussion group

_____ Creative activity such as dramatic play, block building, art, music

_____ Other (specify)

_____

How long in COP? _____

Attended summer COP workshop _____

Enrolled in classes now? _____

Total semester hours, including this semester _____

APPENDIX H

Visiting Committee Report of the
Evaluation of teacher preparation
Program at Shepherd College

North Central's Evaluation of Shepherd College

VISITING COMMITTEE

REPORT OF THE EVALUATION OF

TEACHER PREPARATION PROGRAMS AT

SHEPHERD COLLEGE

10. That the Experimental Program (COP) be approved for full accreditation effective January 1, 1972, through December 31, 1976, with the following observation:

    a. Shepherd College is to be commended for its vision and commitment to the preparation of paraprofessionals for the teaching profession. Evaluation data and actual performance of teacher aides reveal that the practicums seem to be effective educational components in the preparation of teachers and teacher aides. Many of the teacher aides plan to complete the full teacher preparation program.

    b. Currently 80 students are enrolled in the COP program, several of whom are veterans. Students appear exceptionally enthusiastic about their work, their goals, and their program. A major concern, however, on the part of students is the continuation of COP. It is presumably true that the federal government plans to phase out COP nationally. Because of the outstanding success of this program, the Committee strongly recommends that Shepherd College find ways administratively and financially to retain the program as part of its basic offerings. Moreover, the extension and revision of the program to include secondary teachers and aides seems most desirable.

North Central's Evaluation of Shepherd College
March 1972

The following is an excerpt from the North Central evaluation of Shepherd College completed in March 1972, at which time the college was given full accreditation.

"Special mention should be made of Region II Curriculum Improvement Center, a creation of eight county school systems in cooperation with Shepherd College. It is designed to facilitate the operation of regional projects and to provide leadership and resources for curriculum improvement. Large sums of money are available to CIC from a variety of sources, largely federal. The sponsored programs enable college personnel to provide leadership and to participate in many truly significant ways to improve education for the youth of West Virginia. The publication of the efforts of CIC under Title III alone is most impressive and speaks eloquently of college envolvement in its service area. Other publications in early childhood education, drug education, the preparation of paraprofessionals, etc., are equally outstanding and worthy of emulation by other educational institutions.

# APPENDIX I

## EXEL PROGRAM

ALTERNATE PROGRAM IN ELEMENTARY EDUCATION (EXEL)

21-201 Field Practicum and Seminar in Physical Education. Credit: two hours. A laboratory course which will permit the student to work one full day each week in an elementary school classroom. He will especially work with children in the field of physical education and will attend one seminar on physical education each week for the semester.
Prerequisites: 21-200

21-314 Field Experience and Seminar in Social Science. Credit: three hours. A field experience which will allow the student to assist an elementary teacher one full day each week. His laboratory experience should concentrate on work in the social sciences and he will attend two seminars on social science each week for the semester.
Prerequisites: 21-200 - 201

21-315 Field Experience and Seminar in Science and Mathematics. Credit: four hours. An elementary school laboratory experience in which the student assists a teacher for two full days each week for a semester. The students' activities should revolve around the teaching of science and mathematics and he must meet two seminars each week on the two areas of specialization.

21-410 Field Experience and Seminar in Language Arts and Reading. Credit: three hours. A field experience in an elementary school where the student will assist especially in the teaching of language arts and reading. He will spend two full days each week in the school and will meet two seminars each week dealing with the teaching of language arts and reading.
Prerequisites: 21-200, 201, 301, 302, 314, 315.

21-411 Field Experience and Seminar in Art and Music. Credit: four hours. An elementary school laboratory experience in which the student assists the teacher, especially concentrating in the teaching of art and music. He will work two days each week during the entire semester and will meet one seminar each week on the teaching of art and music. In addition he will be expected to teach the same pupils for a solid block of six weeks near the end of the semester.
Prerequisites: 21-200,201, 301, 302, 314,315, 410

# SUGGESTED SCHEDULE FOR STUDENTS IN ELEMENTARY EDUCATION

## Freshman Year

| | | | |
|---|---|---|---|
| Written English 101 | 3 | Written English 102 | 3 |
| Hist. of Civ. 101 | 3 | Hist. of Civ. 102 | 3 |
| Gen'l. Biol. Sci. 101 | 4 | Gen'l. Biol, Sci. 102 | 4 |
| Prin. of World Geog. 101 | 3 | Pers. & Comm. Hyg. 103 | 3 |
| Intro. to Vis. Arts 103 | 2 | Music App. 111 | 2 |
| Orient. in P.E. 121 or 123 | 1 | Orient. in P.E. 122 or 124 | 1 |
| | 16 | | 16 |

## Sophomore Year

| | | | |
|---|---|---|---|
| Fund. of Speech 202 | 3 | Found. of Am. Ed. 200 | 3 |
| Gen'l. Phys. Sci. 103 | 4 | Gen'l. Phys. Sci. 104 | 4 |
| Sur. of Eng. Lit. 203 | 3 | Sur. of Am. Lit. 204 | 3 |
| Music as Art & Sci. 100 | 2 | Am. Fed. Gov't. 101 | 3 |
| Rhythms 221 | 1 | Games 201 | 1 |
| Teaching Field | 4 | Field Exp. & Sem. in P.E. 201 | 2 |
| | 17 | | 16 |

## Junior Year

| | | | |
|---|---|---|---|
| Amer. Hist. 201 | 3 | Amer. Hist. 202 | 3 |
| Intro. to Math. 215 | 3 | Math. for Elem. Teachers 300 | 2 |
| Gen. Soc. 203 | 3 | Human Devel. 302 | 3 |
| Human Devel. 301 | 3 | Teaching Field | 5 |
| Art in Elem Ed. 320 | 3 | Field Exp. & Sem. in Math & Science 315 | 4 |
| Field Exp. & Sem. in Soc. Sci. 314 | 3 | | |
| | 17 | | 17 |

## Senior Year

| | | | |
|---|---|---|---|
| W. Va. Hist. 209 | 3 | Mus. Mat. & Proc. 226 | 3 |
| Prin. of Econ. 205 | 3 | Art & Crafts in El. Sch. 322 | 2 |
| Background of Lit. 202 | 3 | | |
| Teaching Field | 4 | Mat. & Math of P.E. 360 | 3 |
| Field Exp. & Sem. in Language Arts & Reading | 4 | Field Exp. & Sem. in Art & Music 411 | 4 |
| | 17 | | 12 |

APPENDIX J

'Outsiders' Look Upward in W. Va. COP

COP Germinates Curriculum Change

# 'Outsiders' Look Upward In W. Va. COP

*by Margaret H. Swann, Asst. Professor*
*Division of Education and Psychology*
*Shepherd College, W. Va.*

"R" is for "relevance"—a label that can be justly applied to the Career Opportunities Program as it is presently functioning at Shepherd College, W. Va.

Although the original guidelines were contained in EPDA of 1967, COP did not function as a separate entity until 1970. Region II Curriculum Improvement Center based at Shepherd College initiated this program in Jefferson, Berkeley, Morgan, Mineral, Hampshire, Grant, Hardy, and Pendleton counties in the summer of 1969 under the direction of Clifford Eagleton. Forty-seven aides and their team teachers (wherever possible) participated in a four weeks' workshop prior to the opening of school. This workshop introduced them to the concept of "instructional aide" and gave practice in functioning in this capacity in actual teaching-learning situations with children, particularly in the area of language arts. At the present time, 100 aides are enrolled in the program and working in elementary schools of the eight-county area.

So much for the mechanics of the COP program. What about the people involved? Is it really reaching low income people who have the capability of becoming professional teachers? Let's look at the statistics. Approximately 68 per cent of present enrollees have had no previous education at the college level. The remaining 32 per cent have accumulated a few hours at some time or other, sometimes, in the case of the veterans, during their service in the Armed Forces. Eighty-two per cent were housewives, unemployed in any other way before joining the program. Eleven per cent are Vietnam veterans. Guidelines from the federal government encourage the employment of the eligible veteran in the program. Ages range from 19-60, with the average age being 34. It is a little early to say how many will stay to completion of a degree, but the outlook is promising. All of the vets and a majority of those who have completed the basic eighteen hours designed for aides have expressed their intentions of continuing toward a teaching degree.

I shall never forget John. He sat in the back of the room in my college class, legs stretched out in front of him, almost reclining in his chair. Soft-spoken, low-key, he was always ready with a well-thought-out, profound point of view to contribute to the discussion. He fascinated me—but I was annoyed because he didn't sit up in his chair. And then I found out—wounded in Vietnam three days before his tour was up, he had multiple shrapnel wounds in legs and body qualifying him for 50 per cent service disability. His body is so stiff that some days he can scarcely walk. I've watched him with children—the same low-key, the same careful appraisal and response. What an experience for children!

Instructional aides spend a large portion of their time giving individual help, but they are paraprofessionals, not professional teachers, so they are never given the responsibility for introducing instructional material to children. Once the teacher has taught the concept or skill, then the aide may take over with individual help for those having difficulty.

The vets have also added a dimension of immeasurable importance to their classrooms in that in many schools they are the only males other than perhaps the principal or the custodian. Their presence has provided boys with a male image with which to identify, possibly in many cases, the only male contact some boys have.

But how are these high school drop-outs (many aides are that)—who have barely managed to acquire a high school equivalency diploma by examination going to be able to make it in college? Are we, at Shepherd "watering down" our curriculum to accommodate them? The answer is a decided "no." The only specially designed college credit courses these people take are the field practicums and the summer workshop. As an advisor to the program I have sat in on some of these—and they definitely are not "watered down." In fact, I often wish my regular students in Methods in Elementary Education might have the benefit of the caliber of teaching done by the specialists brought in for these events.

The larger proportion of their college work is taken in regular college courses along with regularly-enrolled college students. I have taught several courses with aides enrolled and they have added a dimension of relevance nothing else could possibly bring. They know what the teaching-learning problems are; they know what they have need of; they can relate theory to practice immediately. They don't have to wait two years until they do their student teaching to find out where their weaknesses are. The course has relevancy now. I have felt many times that my regular college students were envious of the aides. They feel that they do not have enough opportunities to find out what teaching is really about before their senior year student teaching experience.

Enthusiasm among principals and teachers in schools where these aides are based is evident. As the participant advances along the career ladder he is being given increased responsibilities commensurate with his increased expertise.

Requests for entering the program this fall were greater than could be accommodated financially. The project director, Mrs. Martha Josephs, and the field based professor, Mrs. Yenna Phillips, are constantly visiting aides on the job and working with principals and teachers developing the role of the instructional aide in the school. His role is not to be confused with that of volunteer or school aide whose job may be anything from janitor or cook to secretary. Many are ESEA Title I aides; however, only those who work in classrooms are admitted to the COP program. The COP aide is a paraprofessional, trained to assist in the teaching-learning experience of children. He knows how to reinforce learning; he is acquainted with instructional materials and aids; and he has been trained in a helping relationship.

# COP GENERATES CURRICULUM CHANGE

*(The COP RESA VIII, West Virginia, located at Shepherd College, Sheperdstown, has been "the guiding light" for a new program for the training of elementary teachers. In the following article, Margaret Swann, who is closely associated with COP as a member of the Advisory Council, tells the story of this experimental program. This past October Mrs. Swann, an assistant professor at Shepherd College, participated with W.Va. COP Director Dr. Zeb Wright and Project Director Martha Josephs at the ATE National Clinic in Charleston. At that meeting, focused on "Emerging Roles and Responsibilities in Teacher Education Centers," full credit was given to COP for the new EXEL program which is described here:)*

"Those COP aides seem to know what teaching is all about."

"Why can't we have experience in the schools before our senior year?"

"What our teacher education program needs is more experience with children earlier in the program."

Such were the comments being made in professional education courses at Shepherd College last year. They reflected a growing concern on the part of our students that somehow they were losing out on what was going on in the real world of the public school classroom. Because of the input of COP aides into the professional education courses they were taking, our teacher education students began to realize the drastic changes taking place in schools since they had graduated, and they wanted to know more about them. As a result of this growing awareness of the value of field experience as well as the urgings of the professional accrediting agencies to provide more laboratory experience earlier in the professional sequence, Shepherd College has developed an experimental program in elementary education (EXEL) patterned after the COP seminar and field experience model.

In the traditional teacher education program at Shepherd College the student had practically no contact with children in a school setting until the semester in which he did his student teaching in his senior year. Under the EXEL program he will begin methods instruction and have a full day a week in a school as an instructional aide in his sophomore year. Methods instruction will follow a format similar to the field seminars of the COP program, the first semester's seminar being devoted to methods in physical education, with the

student being assigned special projects in this area to be developed in his field experiences. In subsequent semesters the methods emphasis will shift to social studies, math and science, language arts, and art and music, with the time spent in the schools increasing to two full days a week. In the final semester, the student will have a six weeks full-time student teaching block. Total hours in contact with children in a school setting will be about three times that of the traditional program.

The EXEL program is based on the conviction born out by countless COP experiences, that involvement *precedes* learning, not follows it; that theory *before* practice provides answers before there are questions—an exercise in irrelevance.

Reaction to the new program has been very positive. The West Virginia State Department of Education gave full support to it, expressing hope that EXEL might serve as a model to other teacher education programs in the state. County superintendents and supervisors have cooperated eagerly in providing placement of the students for their field experience. The success of the Career Opportunities Program in Region VIII, West Virginia, has laid a solid foundation for the use of differentiated staffing in the schools, and local school administrators welcome additional help in their classrooms, especially when they know that help has a strong preparation and a professional goal.

The professional education staff at Shepherd has long been aware of the need for more laboratory experience for our students, but the logistics of placement and the general attitude in the public schools that they didn't want to be bothered with any college students except student teachers, hindered progress in this area. EXEL, modeled after COP, seems to be the answer. Many thanks to COP for paving the way.

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# ABSTRACT

# CAREER OPPORTUNITIES PROGRAM

SHEPHERD COLLEGE

SHEPHERDSTOWN, WEST VA.

PART III

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

Name of Program Submitted: Career Opportunities Program (COP)

Institution (complete name): Shepherd College

President: Dr. James A. Butcher

Campus Public Information Officer: Dr. Billy Ray Dunn

Faculty Member Responsible for Program: Mrs. Martha Josephs

Title of the Faculty Member: Project Director

Signature: Martha Josephs

Title: Field-Based Professor Date: 11/21/73

A recognized need for an exemplary program for the training of instructional teacher-aides necessitated the creation of the Career Opportunities Program (COP). Funded by EPDA, the project enjoys the cooperative endeavors of the U.S. Office of Education, the West Virginia State Department of Education, RESA VIII and Shepherd College.

The program involves eight county school systems in the Eastern Panhandle of West Virginia with provisions for on-the-job preparation of teacher aides as paraprofessionals concurrently with the attainment of a college degree at Shepherd College. Educational positions with differentiated tasks in responsibility are clearly defined at each level.

Aides receive educational preparation through specially designed practicums that emphasize materials and methods in a wide number of academic fields, attend weekly seminars conducted by specialists from Shepherd College, and attend off-campus and/or on-campus classes at Shepherd College and Potomac State College.

A career ladder is incorporated in the program to the extent of combining the educational offerings with on-the-job experiences to meet the requirements for full teacher certification. Through COP and Shepherd College, college credit courses have been taken into this 3500 square mile region of Appalachia to improve the instruction of the low-income and educationally deprived youth while providing the unique experience of practice with theory throughout the duration of the program.

A direct spin-off of COP at Shepherd College is a new approach to the teacher education for elementary teachers through EXEL, an experimental education program. The basic theme involves assigning students weekly day-long experiences in the public schools beginning in the sophomore year of college. The length and number of these experiences are increased each semester and continue through the senior year, thus assuring the student of continuity in his preparatory program of teacher education.

COP is an innovative, educational, personnel development program in West Virginia that effects better utilization of school staff, provides college-level training with a work-study approach and provides ways of attracting personnel from low-income areas to careers within schools serving children from low-income families. The success of the endeavor is attested to by the graduates already produced.